

Here is the process...

A formal IEP meeting must be held to open a re-evaluation for an assistive technology assessment

If an **Assistive Technology or Augmentative Communication** assessment is indicated then:

1. Send a copy of the signed **Informed Notice and Consent for Reevaluation form (PCS 2-1653)**

AND

2. Send a completed copy of the **Specialized Services Request for Evaluation form (PCS 2-2763)**

After these forms are received, packets will be sent out for the school team and the parent/guardian to complete.

When the completed packets are returned, all information, data and documentation will be reviewed. After packet review, the student's case manager will be contacted in order to schedule an assessment date.

To complete packet information, the school team and the parent/guardian will be asked to provide data/documentation as specified in the guidelines listed below.

Assistive Technology Request for Evaluation Guidelines:

When completing the packets you will be asked to document one or more of the following:

- Medical diagnosis indicating a condition that would severely impair fine motor function affecting student's access to curriculum.
- Medical report, Occupational Therapist or School Nurse report indicating a condition that would cause pain, discomfort or fatigue during handwriting activities.
- A recommendation or report from the Occupational Therapist that indicates the student cannot produce written product commensurate with peers.
- Documentation that related interventions were implemented to address reason for request and intervention results

In addition, you will be asked to document the implementation of one or more of the following interventions:

- Offer the student an alternative to written projects such as oral or visual presentation
- Teach alternative handwriting methods
- Reduce the complexity of the writing tasks
- Reduce the volume of work to be produced stressing quality over quantity
- Allow more time for written tasks including note-taking, copying and tests
- Allow student to begin projects or assignments early
- Have student prepare assignment papers in advance with required headings (name, date, etc.)
- Provide the student with a partially completed outline so the student can fill in the details under major headings instead of having the student write a complete assignment.
- Allow the student to dictate some assignments or tests.
- Allow for peer note takers
- Reduce the volume of written work required
- Allow student access to classroom computer to complete written assignments
- Provide the student with a copy of the teacher's lessons/directions or instructions
- Allow student to use tape recorder to complete assignments
- Allow student to use paper or writing instruments of different colors to motivate and maintain focus
- Allow student to use writing utensils such as specialized pens, pencils, crayons, markers and grips that are most comfortable for their writing mechanics (grasp, pressure, friction).
- Allow student to utilize raised lined or highlighted lined paper for spatial alignment
- Allow older student to use wider line width paper instead of standard notebook paper
- Allow student to use index finger, popsicle sticks or available commercial products to teach word spacing

Augmentative Communication Request for Evaluation Guidelines:

When completing the packets you will be asked to document one or more of the following:

1. Medical diagnosis indicating a condition that would severely impair verbal communication.
2. A recommendation from the Speech Pathologist that indicates the student cannot effectively communicate.
3. A recommendation from the IEP Team that indicates the student cannot effectively communicate.